

Preparing Globally Competent Middle Childhood Social Studies Teacher Candidates

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Abstract:

This study contributes to a body of research exploring sets of learning experiences for developing global competencies among middle childhood social studies teacher candidates. This multi-year study examines data related to teacher candidates' global knowledge, skills, and dispositions using a convergent parallel mixed methods design. Findings demonstrate that participation in a globally focused middle childhood social studies methods course develops global knowledge and dispositions but does not adequately empower candidates with global teaching skills.

Keywords: Global Citizenship Education, global competencies, teacher preparation, intercultural competencies, Sustainable Development Goals

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Introduction

In the United States, teacher education programs are among the least internationalized on college campuses (Knight et al., 2015; Longview Foundation, 2008). Preservice teachers have limited exposure to global content, courses, and experiences during their teacher preparation programs (Kirkwood-Tucker, 2009; Rapoport, 2009, 2010; Zong et al., 2008). Training provided in teacher preparation programs tends to promote insular or parochial views of teaching and learning and has not kept up with the demands or needs of a global society leading scholars to argue for teacher education to become more globally minded (O'Connor & Zeichner, 2011; Schwarzer & Bridglall, 2015; Shaklee & Baily, 2012). Together, research indicates a need to develop globally competent teachers (Kerckhoff & Cloud, 2020; Kopish et al., 2019; Myers & Rivero, 2019; Tichnor-Wagner et al., 2019).

Stakeholders recognize that a globalized future requires globally competent teachers (Asia Society, 2008; Boix-Mansilla & Jackson, 2011; Longview Foundation, 2008; UNESCO, 2015). Policymakers are now articulating global competencies in professional teacher education standards (Kirby & Crawford, 2012). The ability to teach students analytical thinking and critical awareness of worldviews necessary to consider various perspectives and knowledge of international and global issues are examples of teachers' global competencies. These competencies also include a commitment to assisting students in becoming responsible and ethical citizens both locally and globally (Longview Foundation, 2008).

Teacher educators' role in preparing future globally competent teachers is crucial (Reynolds et al., 2013; Zong et al., 2008). Teacher educators must consider how to prepare teacher candidates, examine curricula, redesign learning experiences, and, when possible, teach more intentionally and regularly for global competencies in teacher education. To facilitate the development of globally competent teachers, Tichnor-Wagner et al. (2019) developed the Globally Competent Teaching Continuum (GCTC) (pp. 25–208). This self-reflection rubric outlines 12 total elements (global competencies the course seeks to develop) in three domains: teacher dispositions, knowledge, and skills. The GCTC includes a developmental 5-point scale (e.g., nascent, beginning, progressing, proficient, advanced) for teachers interested in assessing and developing the global competencies of global educators.

This study explores the development of globally competent teacher candidates in a middle childhood social studies teacher preparation program at a medium-sized rural university. Four cohorts of teacher candidates completed the GCTC at the beginning and end of the semester for all 12 elements of global competencies. They provided justification or rationale for each self-rating. The middle childhood social studies methods course that participants were enrolled in incorporated an evidence-based framework for developing globally competent middle childhood social studies teacher candidates. Specifically, the redesign engaged candidates in three core pedagogical practices:

- critical inquiry through teaching diverse content and multiple perspectives (Boix-Mansilla & Chua, 2016; Carano, 2013; Crawford et al., 2020; Hauerwas & Kerckhoff, 2021; Merryfield & Subedi, 2003; O'Connor & Zeichner, 2011; Poole & Russell, 2015),
- intercultural explorations (Byker & Xu, 2019; Cushner & Mahon, 2002; Kerckhoff,

- 2018; Little et al., 2019; Merryfield & Kasai, 2004/2010; Ukpokodu, 2010), and teaching practices for global citizenship (Boix-Mansilla & Chua, 2016; Kerkhoff, 2018; Kerkhoff & Cloud, 2020; UNESCO, 2015).

Our findings demonstrate the affordances and constraints of core pedagogical practices toward developing globally competent middle childhood social studies teacher candidates.

Conceptual Framework

In this study, Global Citizenship Education (GCE) is the conceptual model employed to design a globally focused social studies methods course for middle childhood teacher candidates (UNESCO, 2015). It is essential to acknowledge that GCE is a politically and ideologically contested concept with significant tensions and competing visions among different approaches (Andreotti, 2006; Andreotti & de Souza, 2012; DiCicco, 2016; Dill, 2013; Parker & Camicia, 2009). Sant et al. (2018) provide a helpful synthesis of the GCE literature and have identified three GCE discourses: *GCE as qualification*, *GCE as socialization*, and *GCE as subjectification*. Within each discourse are particular aims and goals of GCE and examples in practice.

GCE as qualification stresses essential global citizenship knowledge, skills, and dispositions that students should seek to attain. Evidence of qualification includes college and career readiness discourses emphasizing workforce preparation and academic and professional knowledge. Thus, GCE as qualification is a neoliberal approach that prepares learners for economic competition in a global, knowledge-based economy. One practical example is the Organisation for Economic Co-Operation and Development (OECD) Programme for International Student Assessment (PISA) Global Competence Framework (OECD, 2018), which stresses the global competencies required of students to learn to live in an interconnected, diverse, and rapidly changing world. A second example, the GCTC (Tichnor-Wagner et al., 2019), constitutes teacher-specific global competencies and outcomes that teacher preparation programs may cultivate.

GCE as socialization focuses on cosmopolitan values (e.g., human rights, tolerance, peace) and the goal of developing “good global citizens” who demonstrate understanding and commitment to those values. The UNESCO (2015) framework, as an example of this GCE discourse, defines “good global citizens” vis-a-vis cognitive, socioemotional, and behavioral domains of learning, with each domain focused on learning processes. The cognitive domain aims to acquire knowledge, understanding, and critical thinking about global, regional, national, and local issues by examining the interconnectedness and interdependency of different countries and people. The socioemotional domain focuses on learning to belong to common humanity, one of shared values and responsibilities, such as empathy, solidarity, and respect for differences and diversity. Lastly, behavioral learning focuses on acting effectively and responsibly at all levels for a more peaceful and sustainable world.

GCE as subjectification involves the work of critical scholars who challenge the normative ideals of GCE, which include advancing neoliberal perspectives and focusing on individual ethics and behaviors rather than systemic change to disrupt global inequalities. Critical

scholars question universal notions of development and progress; models of the ideal global citizen; concepts such as democracy, human rights, and freedom; and dominant global neoliberal policies that are entrenched in Western ideals and reproduced by political and economic decisions (Andreotti, 2006; 2009; 2015; Andreotti & de Souza, 2012; Dill, 2013). Critical GCE scholars employ postcolonial and poststructural perspectives; critics suggest these perspectives do not map or align well with the existing schooling structures. Andreotti and de Souza’s (2012) HEADS UP framework is a practical example of a tool for learners to understand hegemony, ahistoricism, ethnocentrism, depoliticization, uncomplicated solutions, salvation, and paternalism that are complicit in perpetuating structural inequality. Figure 1 summarizes the approaches to GCE based on the categorization from Sant et al. (2018).

Figure 1. Approaches to Global Citizenship Education

	Key Concepts	Aims	Example
GCE as qualification	Essential global citizenship knowledge, skills, and dispositions	Preparing professional workforce for economic competition	OECD PISA Global Competence Framework (OECD, 2016)
GCE as socialization	Cosmopolitan values of human rights, tolerance, and peace	Developing good global citizens through public education	UNESCO Global Citizenship Education (2015)
GCE as subjectification	Individual ethics and behaviors	Challenging the normative ideals of GCE and questioning universal notions of progress and development	Andreotti and de Souza’s HEADS UP (2012)

Note. Adapted from *Global Citizenship Education: A Critical Introduction to Key Concepts and Debates*, by E. Sant, I. Davies, K. Pashby, and L. Shultz, 2018, Bloomsbury Publishing.

The inclusion of GCE as a vital part of teacher education at the preservice and in-service levels has been recommended by scholars and policy organizations (Gaudelli, 2016; Myers, 2006; UNESCO, 2015). However, systematic reviews of GCE-related empirical research demonstrate a paucity of GCE teacher research (Goren & Yemini, 2017) and criticisms of GCE’s

civic and pedagogical implications in teacher education (Estellés & Fischman, 2021). Given the priorities of standards-based teacher preparation, institutions have generally not adopted GCE as an integral component of their teacher preparation programs (Gaudelli, 2016). Once taught, GCE serves as a null curriculum in teacher education. In some cases, GCE embeds in courses focused on diversity and culture (Parkhouse et al., 2016). In others, it is an *add-on* to a crowded curriculum (Banks, 2007; Reynolds et al., 2013).

Application of the Conceptual Framework

GCE as qualification prioritizes particular knowledge, skills, and dispositions of global citizens, often identified as global competencies (Asia Society, 2008; Association of American Colleges and Universities, 2015; OECD, 2018). The qualification priorities of GCE are akin to the discourse of teacher competencies that guide teacher preparation programs. Framed through neoliberal education policies that prioritize market-driven approaches, emphasize measurable outcomes and standardization, and regulate the preparation of future teachers (Bullough, 2016; Peters & Green, 2021; Towers & Maguire, 2022), teacher competencies articulate the professional knowledge; pedagogical knowledge and skills; interpersonal and intercultural competencies, values, attitudes, and ethics; and professional development required of teachers. As teacher educators, the imprimatur is cultivating teacher competencies among candidates qualifying for licensure. However, as global teacher educators, the goal is to foster the development of globally competent teacher candidates. To assess candidates' development, the researchers utilized the GCTC (Tichnor-Wagner et al., 2019, pp. 25–208) as the primary tool for qualification.

GCE as socialization focuses on understanding and commitment to cosmopolitan values and the goal of developing “good global citizens.” This approach is consistent with broader democratic and citizenship purposes of education that extend beyond the professional preparation of teachers. Also known as the social justice approach, GCE as socialization is problem-centric (i.e., refugees, food insecurity) and provides opportunities for teacher candidates to explore human rights, democracy, cultural diversity, and tolerance. It encourages teacher candidates to think critically about global issues to understand the implication of nations' policies and practices at local and global levels. For this study, the GCE as socialization approach informed the researchers/instructors' teacher preparation curriculum and design of learning experiences (e.g., critical inquiry, intercultural explorations, and teaching practices for global citizenship). The course learning objectives derived from UNESCO's (2015) GCE framework and aligned to the GCTC's (Tichnor-Wagner et al., 2019, pp. 25–208) three domains of global competencies: skills, knowledge, and dispositions.

Literature Review

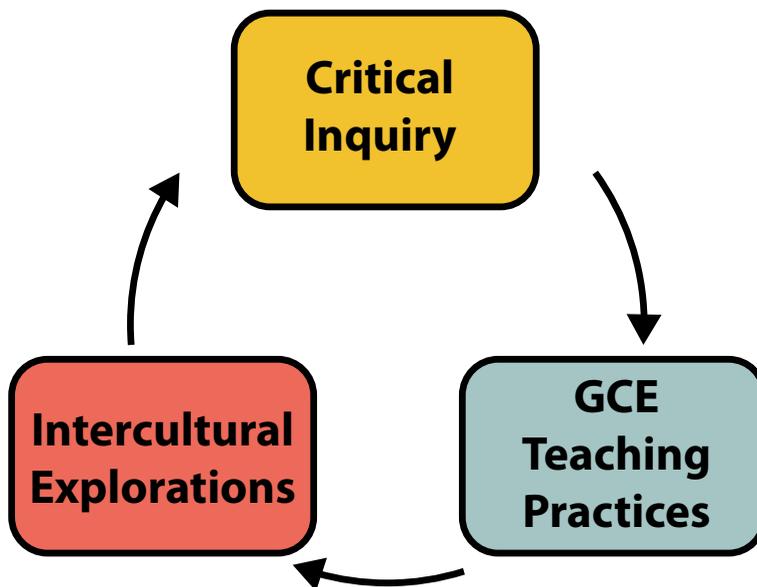
There is no prescriptive path for teacher education programs that aspire to develop global competencies with teacher candidates. Scholars have chronicled global education's long and contentious history in approach and practice (cf. Hicks, 2003; Su et al., 2013). Teacher educators can choose among frameworks that articulate and assess global competencies (Asia Society,

2008; Boix-Mansilla & Jackson, 2011; OECD, 2018; UNESCO, 2015; World Savvy, n.d.). Common among the frameworks is an organizational scheme around three domains:

- cognitive (i.e., knowledge of global issues, trends, and globalization processes using analytical and critical thinking),
- socioemotional (i.e., dispositions of empathy, valuing multiple perspectives, appreciation for diversity, and a sense of responsibility toward common humanity), and
- behavioral domains (i.e., skills related to effective intercultural communication and collaboration, including speaking more than one language and acting on issues of global significance).

A review of the research offers three core pedagogical practices for developing global competencies in teachers (Figure 2).

Figure 2. *Core Pedagogical Practices for Developing Global Competencies in Teachers*



Critical Inquiry Through Teaching Diverse Content and Multiple Perspectives

Previous studies have shown that K–12 students in the United States know little about world and global issues (Dill, 2013; Myers & Rivero, 2019; Rapoport, 2015). To this end, the recommendation is for teacher educators to incorporate global content in their courses, teach diverse content about regions and countries outside the United States, and create robust curricula that include a variety of perspectives, voices, and experiences of people from around the world (Carano, 2013; Crawford et al., 2020; Hauerwas & Kerkhoff, 2021; Merryfield & Subedi, 2003; Poole & Russell, 2015).

Research suggests that perspective consciousness and reflexivity develop among teacher candidates who engage with opportunities to learn from different perspectives and points of

view (Andreotti, 2006; Boix-Mansilla & Chua, 2016; Hauerwas et al., 2021). In order to practice investigating the root causes of global issues, such as inequality and legacies of power (O'Connor & Zeichner, 2011), teacher educators are encouraged to promote critical inquiry and model pedagogy of comparisons through cross-case analysis of global issues (Boix-Mansilla & Chua, 2016).

Intercultural Explorations

Study abroad and overseas student teaching, as instances of international immersion experiences, remain the gold standard for the development of global competencies in teachers (Byker & Xu, 2019; Cushner & Mahon, 2002; Little et al., 2019; Merryfield & Kasai, 2004/2010; Pence & Macgillivray, 2008; Kopish et al., 2019). However, the potential gains for teacher candidates from international global experiences are rare since teacher education programs are among the least internationalized on American university campuses (Longview Foundation, 2008). Instead, teacher educators can use global resources on campus and in the community to involve teacher candidates in intercultural explorations. Research demonstrates that teacher candidates who participate in intercultural explorations acquire global knowledge and skills to interact with and learn from various cultures (Kopish, 2016; 2017; Merryfield & Wilson, 2005). Learning from a variety of perspectives and worldviews through intercultural communications effectuates the development of cross-cultural awareness and communication skills (Awada & Gutiérrez-Colón, 2019; Braskamp & Engberg, 2011; Crose, 2011; Kerkhoff, 2018; Merryfield & Kasai, 2004/2010; Owusu-Agyeman, 2022; Ukpokodu, 2010).

Teaching Practices for Global Citizenship

Current literature offers GCE as a framing paradigm to conceptualize global education and as a basis for educators to determine the priorities for learning and the global competencies they want students to develop (UNESCO, 2015). Recent research demonstrates that incorporating a GCE framework in the teacher preparation curricula facilitates the development of teacher candidates' global competencies (Kopish, 2016, 2017; Kopish et al., 2019). In these studies, the GCE curriculum designed by researchers provided meaningful and productive learning opportunities for teacher candidates to realize their potential as active and engaged citizens and practice the obligations that global citizenship entails. The learning opportunities allowed teacher candidates to explore global relations of power and privilege and encouraged engagement with global issues (Andreotti, 2006; Kerkhoff, 2018; Kerkhoff & Cloud, 2020; Pashby, 2012; Rizvi, 2009). For example, teacher candidates participated in immersion experiences with immigrant and refugee communities, led an after-school program for sixth graders that addressed local/global food insecurity through inquiry and service learning, and completed global citizen action projects for international events on campus.

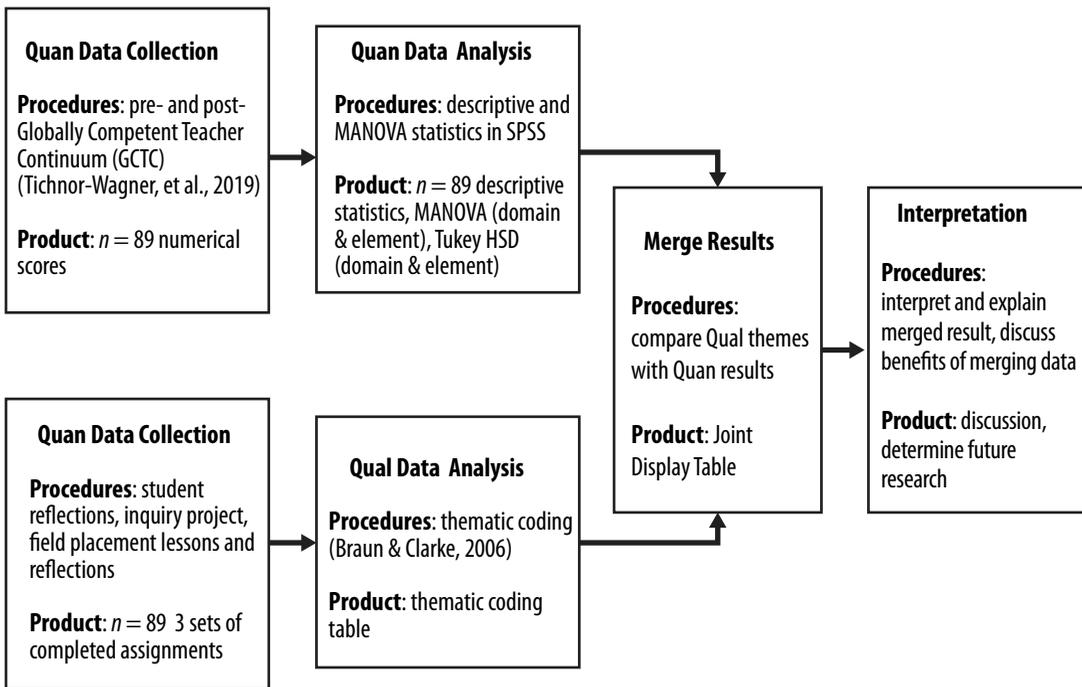
The cited research demonstrates the vitality and promise of these three core pedagogical practices in developing global competencies. In the middle childhood social studies methods course context for this study, the instructors/researchers sought to engage teacher candidates

through each practice toward developing global education praxis and globally competent teacher candidates.

Methodology and Methods

This study employed a convergent mixed methods design. Convergent mixed methods include simultaneous qualitative and quantitative data collection and analysis, then integration of the two databases for further analysis (Creswell & Plano Clark, 2018). Shared in Figure 3 is a diagram of the research design for the study.

Figure 3. *Convergent Mixed-Methods Diagram for This Study*



There are three primary research questions: one qualitative, one quantitative, and one mixed methods question.

1. To what extent did teacher candidates develop the knowledge, skills, and dispositions of globally competent teachers owing to the course content and activities?
2. How did teacher candidates characterize the opportunities and learning experiences that contributed to their growth as globally competent teacher candidates?
3. To what extent and in what ways do the results from the Globally Competent Teaching Continuum contribute to a more nuanced understanding of the results from the qualitative data from teacher candidates?

Participants

Participants in this study included 89 undergraduate teacher candidates enrolled in a middle childhood social studies methods, a mandatory course for middle childhood licensure. Candidates participated in the course for 15 weeks (one semester) during the fall of 2016 ($n = 22$), 2017 ($n = 19$), 2018 ($n = 26$), and 2019 ($n = 22$). Participants in all four cohorts were heterogeneous in terms of gender (64.1% female, 35.9% male) and less diverse in terms of race (82% white, 18% other races).¹

Data Collection and Analysis

Teacher candidate self-ratings on the pre- and post-GCTC (Tichnor-Wagner et al., 2019) served as the quantitative data. The rubric is a self-reflection tool that requires self-rating on a 5-point scale (e.g., *nascent, beginning, progressing, proficient, advanced*) for 12 total elements in three domains: teacher dispositions, knowledge, and skills—all global competencies the course seeks to develop (Tichnor-Wagner et al., 2019, pp. 25–208). At the domain level, data were analyzed and reported in the following ways: (a) descriptive statistics; (b) results of one-way MANOVA compared the effect of semester assignments on change scores from pre-GCTC to post-GCTC in three domains: dispositions, knowledge, skills, and change scores for 12 elements; (c) post hoc comparisons for statistically significant effects were analyzed using Tukey HSD at the domain and elemental levels.

Qualitative data included classroom assignments: GCTC reflections (see Appendix A), critical inquiry projects, intercultural explorations, global unit plans, field placement lessons, and critical reflections for all assignments (see Appendix B). Analysis of qualitative data followed a thematic process outlined by Braun and Clarke (2006): (a) immersion in data to generate lists of initial ideas; (b) using a semantic approach (Patton, 2015) to create a coding scheme; (c) code sorting into potential themes of global competencies; (d) reviewing themes and examples across the entire data set; and (e) developing themes and definitions with precise, descriptive language and illustrative examples.

The transformation of quantitative data into qualitative data entailed an alignment of the GCTC with the course assignments. This alignment allowed for an analysis of GCTC elements alongside qualitative data collected from teacher candidates; merging data allowed for a mixed-methods analysis presented as a joint-display table.

Methodological Integrity

To enhance the trustworthiness of the qualitative findings, researchers applied three kinds of triangulation (Patton, 2015): (a) data triangulation (data collected from four cohorts of middle childhood social studies teacher candidates from 2016 to 2019), (b) methods triangulation (convergent mixed-methods design), and (c) investigator triangulation (two researchers were involved in the data collection and analysis).

¹ Based on recommendations from the institutional IRB compliance office, the authors are unable to provide demographic information for each cohort as it may jeopardize anonymity and confidentiality.

Core Course Assignments

Critical Inquiry Projects

The promotion of critical investigation of international crises, concerns, challenges, and global power systems is one of the distinctive characteristics of GCE. In collaborative groups of two to four, teacher candidates from 2016, 2017, and 2018 cohorts selected countries from understudied regions of the world (i.e., Africa, regions of Southeast Asia, and the Middle East) and explored push/pull factors of migration to address the question: “Why do people move?” (Kopish, 2016, 2017; Kopish et al., 2019).

Candidates in the 2019 cohort also worked in collaborative groups, but the focus of the inquiry shifted to the Sustainable Development Goals (SDGs). Adopted by the United Nations in 2015, SDGs are a universal plan consisting of 17 interrelated goals to end extreme poverty, reduce inequality, and protect the planet by 2030 (United Nations, 2015). For the SDG inquiry project, individuals or pairs self-selected an SDG and explored critical concepts, issues, and key targets; impacts of the SDG at local, national, and global levels; social-political-economic conditions and power influencing the SDG; and who/what are affected by the SDG. All cohorts presented projects in public forums during International Education Week.

Intercultural Explorations

The 2016 cohort participated in three one-hour cross-cultural conversations workshops, which focused on learning from people from various countries of origin. Cross-cultural conversations gave teacher candidates a chance to study and put into practice strategies to foster discussion across cultural and linguistic boundaries while working closely with various organizations on campus and via personal relationships. To the extent possible, candidates and international students formed a one-to-one partnership as workshops addressed three discussion topics. The first topic focused on the storytelling of individuals’ biographies, the second explored educational systems and experiences in their respective countries, and the third involved discussing controversial global issues from local and global perspectives.

The 2017 and 2018 cohorts participated in the International Cultural Understanding Certificate (ICUC). The College of Education and a campus-intensive English program worked together to create the ICUC. Three essential requirements must be satisfied in order to receive the ICUC certificate: (a) participation in a series of five one-hour workshops promoting intercultural awareness and understanding with topics such as cultural bias and stereotyping, biographies and identity, educational experiences, controversial issues in respective countries, and culture through food potluck; (b) participation in two Conversation Hours held by the intensive English program where candidates met with international students in settings to practice English speaking with a native speaker; and (c) attendance in seven different cultural events sponsored by campus or community organizations (i.e., international movie night, lectures, presentations, performances, exhibitions).

The 2019 cohort participated in two Collaborative Online International Learning (COIL) (McKinnon et al., 2015; O’Dowd, 2018; Rubin & Guth, 2015) activities with an instructor and education students at a Brazilian university. The first activity included synchronous video

presentations and discussions (Brazil to U.S. and U.S. to Brazil) where candidates critically examined the history, culture, and education from the lived experiences and perspectives of the instructors at the respective institutions. The second activity engaged students from both institutions in a synchronous video conference with facilitated discussion. To prepare for the video conference, students from both institutions responded, in advance, to 10 questions related to educational policy, teaching practices, and personal experiences. In large groups, students shared ideas and thoughts about education, leveraging Google Translate to facilitate communication.

Global Teaching Practices

All cohorts designed a GCE unit plan to extend teacher candidates' global learning from critical inquiry projects and intercultural explorations and develop global teaching practices. Candidates worked in groups to develop a 5–10-day unit that was in line with state standards and covered topics in the cognitive, socioemotional, and behavioral/taking action domains of the GCE framework (Table 1). Each domain of the GCE framework addressed key learning of content, skills, and assessments. Teacher candidates were required to teach at least one lesson/activity from the unit during field placements and complete a lesson study and critical reflection assignment.

Table 1. *Summary of Core Assignments in Middle Childhood Social Studies by Cohort*

Core Assignments	2016 Cohort	2017 Cohort	2018 Cohort	2019 Cohort
Critical Inquiry	Critical Country Study	Critical Country Study	Critical Country Study	SDG Inquiry
Intercultural Explorations	Cross-cultural conversations	International Cultural Understanding Certificate	International Cultural Understanding Certificate	Collaborative Online International Learning
GCE Teaching Practices	GCE Unit Field placement teaching	GCE Unit Field placement teaching	GCE Unit Field placement teaching	GCE Unit Field placement teaching

Results

Analysis of Globally Competent Teacher Candidates' Knowledge, Skills, and Dispositions

Quantitative data analysis sought to answer Research Question 1: Whether and how much did teacher candidates develop the knowledge, skills, and dispositions of globally competent teachers owing to the course content and activities? In general, candidates self-reported positive change across three domains: teacher dispositions (D), teacher knowledge (K), and teaching skills (S) of the GCTC (Tichnor-Wagner et al., 2019, pp. 25–208). Descriptive statistics, including mean, standard deviation, minimum, and maximum for pre-GCTC, post-GCTC, and change (post-GCTC–pre-GCTC), are reported by cohort in Table 2.

Table 2. Descriptive Statistics for Pre-GCTC, Post-GCTC, and Change by Domain and Cohort

Cohort		Pre-GCTC			Post-GCTC			Change		
		D	K	S	D	K	S	D	K	S
Fall 2016	μ	6.73	10.64	10.32	7.91	14.09	15.68	1.18	3.45	5.36
	N	22	22	22	22	22	22	22	22	22
	SD	0.88	2.01	2.44	1.19	1.93	3.08	1.22	2.26	3.49
	Min	4.00	8.00	6.00	5.00	10.00	7.00	-2.00	-4.00	-8.00
	Max	9.00	18.00	21.00	10.00	20.00	23.00	5.00	9.00	15.00
	Min	5.00	8.00	7.00	5.00	11.00	10.00	-2.00	0.00	-1.00
Fall 2017	Maxi	8.00	15.00	16.00	10.00	20.00	23.00	3.00	9.00	14.00
	μ	6.47	10.95	10.74	7.84	14.89	15.16	1.37	3.95	4.42
	N	19	19	19	19	19	19	19	19	19
	SD	1.07	2.25	4.47	1.21	1.88	4.02	1.57	2.59	5.51
	Min	5.00	8.00	7.00	6.00	12.00	9.00	-1.00	0.00	-8.00
Fall 2018	Max	8.00	15.00	21.00	10.00	20.00	22.00	5.00	9.00	15.00
	μ	6.85	11.62	10.38	8.38	15.54	11.73	1.54	3.92	1.35
	N	26	26	26	26	26	26	26	26	26
	SD	1.71	2.21	2.62	1.09	1.79	2.47	1.82	2.13	2.73
	Min	4.00	9.00	6.00	5.00	11.00	7.00	-1.00	-1.00	-4.00
Fall 2019	Max	9.00	18.00	16.00	10.00	19.00	17.00	5.00	7.00	7.00
	μ	6.50	12.32	9.00	8.00	14.14	12.50	1.50	1.82	3.50
	N	22	22	22	22	22	22	22	22	22
	SD	1.14	2.17	2.37	1.41	2.59	2.09	1.63	3.59	2.65
	Min	4.00	8.00	6.00	5.00	10.00	9.00	-2.00	-4.00	-1.00
Total	Max	9.00	17.00	16.00	10.00	19.00	16.00	4.00	9.00	8.00
	μ	6.65	11.40	10.10	8.06	14.70	13.63	1.40	3.29	3.53
	N	89	89	89	89	89	89	89	89	89
	SD	1.26	2.22	3.04	1.23	2.12	3.36	1.56	2.78	3.91

Analysis: Domain Level

A one-way MANOVA compared the effect of semester assignments on mean change in score from pre-GCTC to post-GCTC in three domains: dispositions, knowledge, and skills. There was not a significant effect of semester assignments for the GCTC dispositions domain at the $p < .05$ level [$F(3, 0 85) = 0.236, p = 0.871$]. There were, however, significant effects of semester assignments at the $p < 0.05$ level for knowledge [$F(3, 0 85) = 3.089, p = 0.031$] and skills [$F(3, 0 85) = 5.318, p = 0.002$].

Because the MANOVA was significant for the knowledge and skills domains, post hoc comparisons helped determine which pairs of cohort domain change scores were different.

Using the Tukey HSD test, the mean change score for the GCTC knowledge domain was significant at the $p < 0.05$ level for the following pairs of cohorts:

- **Fall 2018** ($M = 3.92, SD = 2.13$) and **Fall 2019** ($M = 1.81, SD = 3.59$) $p = 0.04$
- **Fall 2017** ($M = 3.94, SD = 2.59$) and **Fall 2019** ($M = 1.81, SD = 3.59$) $p = 0.05$

Similarly, post hoc comparisons using the Tukey HSD test indicated that the mean change score for the GCTC skills domain was significant at the $p < 0.05$ level for the following pairs of cohorts:

- **Fall 2016** ($M = 5.36, SD = 3.48$) and **Fall 2018** ($M = 1.34, SD = 2.72$), $p = 0.002$
- **Fall 2017** ($M = 4.42, SD = 5.51$) and **Fall 2018** ($M = 1.34, SD = 2.72$), $p = 0.033$

Analysis: Element Level

Given the MANOVA tests at the domain level of the GCTC, additional MANOVAs compared the mean change score from pre-GCTC to post-GCTC across the 12 elements of the GCTC.

There was no significant effect for seven elements of the GCTC (1, 2, 3, 4, 7, 10, and 11). There were five elements, however, for which there was a significant effect; each is listed below:

- Element 5: Experiential understanding of multiple cultures— $F(3, 85) = 2.96, p = 0.037$
- Element 6: Understanding of intercultural communication— $F(3, 85) = 4.865, p = 0.004$
- Element 8: Create a classroom environment that values diversity and global engagement— $F(3, 85) = 4.726, p = 0.004$
- Element 9: Integrate learning experiences for students that promote content-aligned explorations of the world— $F(3, 85) = 3.59, p = 0.017$
- Element 11: Develop local, national, or international partnerships that provide real-world contexts for global learning opportunities— $F(3, 85) = 4.63, p = 0.005$

Because the MANOVA was significant for five elements of the GCTC, researchers conducted post hoc comparisons to see which pairs of cohort change scores were different. Table 3 shows the results of a Tukey HSD test for the mean element change scores.

Table 3. Significant Post Hoc Comparisons by GCTC Element

GCTC Element	Significant Post Hoc Comparison
Element 5: Experiential understanding of multiple cultures	Fall 2019 ($M = 0.2273, SD = 1.19$) and Fall 2017 ($M = 1.00, SD = 0.8165$) $p = 0.047$
Element 6: Understanding of intercultural communication	Fall 2017 ($M = 1.3684, SD = 1.116$) and Fall 2019 ($M = 0.2727, SD = 1.386$) $p = 0.015$; Fall 2018 ($M = 1.4231, SD = 0.902$) and Fall 2019 ($M = 0.2727, SD = 1.386$) $p = 0.015$
Element 8: Create a classroom environment that values diversity and global engagement	Fall 2016 ($M = 1.3636, SD = 1.293$) and Fall 2018 ($M = 0.1538, SD = 0.9247$) $p = 0.009$; Fall 2017 ($M = 1.3158, SD = 1.701$) and Fall 2018 ($M = 0.1538, SD = 0.9247$) $p = 0.019$; Fall 2018 ($M = 0.1538, SD = 0.9247$) and Fall 2019 ($M = 1.1364, SD = 1.2458$) $p = 0.049$
Element 9: Integrate learning experiences for students that promote content-aligned explorations of the world	Fall 2016 ($M = 1.4545, SD = 1.1434$) and Fall 2019 ($M = 0.4091, SD = 0.7314$) $p = 0.011$
Element 11: Develop local, national, or international partnerships that provide real-world contexts for global learning opportunities	Fall 2016 ($M = 0.7727, SD = 0.9223$) and Fall 2018 ($M = -0.1923, SD = 0.9389$) $p = 0.002$

Learning Experiences and Opportunities Toward the Development of Globally Competent Teacher Candidates

The second research question for this study was “How did teacher candidates characterize the opportunities and learning experiences that contributed to their growth as globally competent teacher candidates?” Thematic analysis of data (Braun & Clark, 2006) revealed four key themes:

- expanded understanding of global conditions, current events, and the ways the world is interconnected
- emerging criticality as global citizens
- the power of human connections
- unequal opportunities to develop global teaching skills in placements

Table 4 includes the frequencies of coded themes.

Table 4. *Frequencies of Coded Themes*

Codes	Theme	Total Coded Passages	Total Candidates
Awareness of global issues Global events Complexity Inquiry Connections across topics Connections global/local Expressed confidence	Expanded understanding of global conditions, current events, and the ways the world is interconnected,	167	82
Examine power Rethinking information Desire to take action Understanding systems of inequality	Emerging criticality as global citizens	141	79
Conversation skills Norms and values Culture Personal stories Comfort zone Empathy Personal stories Overcoming misconceptions Stereotypes	The power of human connections	130	71
Tried lesson from the course Designed own lesson Discussion of current events Few opportunities Low-level learning A disconnect between methods and placement No global content Feels prepared Social studies not a priority	Unequal opportunities to develop global teaching praxis in placements.	195	84

Theme One: Expanded Understanding of Global Conditions, Current Events, and the Ways the World Is Interconnected

For this theme, candidates reported that critical inquiry and intercultural explorations were powerful experiences that expanded their understanding of global conditions, current events, and how the world is interconnected. Critical inquiry projects provided opportunities for candidates to investigate global issues of significance at home and abroad. According to one candidate,

In my hometown, I knew there were a lot of immigrants and refugees, but never knew why. It wasn't until I did my critical country study on Somalia that I learned the push/pull factors of migration. It is amazing to see how events so far away have impacted my community.

Making local connections to global issues moved candidates from seeing issues like immigration, poverty, hunger, and inequality as happening elsewhere and to others to viewing

issues as systemic challenges faced worldwide. This change in candidates' understanding that issues are interconnected (local/global) also occurred through intercultural explorations with international students.

For the 2017 and 2018 cohorts, engagement in the series of five one-hour workshops for the ICUC was particularly impactful. One candidate shared the following:

My experience with "[Name]" for the ICUC was awesome! I could find Mali on a map but knew nothing about the people or culture. When we talked about our educational experiences and challenges facing our countries, I noticed many similarities. The effects of climate change, issues of economic inequality, and food insecurity stood out to me as these are issues that are present here too.

These examples indicate that teacher candidates viewed the opportunities to engage in critical inquiry and intercultural explorations as valuable and helpful in understanding global issues, current events, and interconnectedness.

Theme Two: Emerging Criticality as Global Citizens

Critical approaches of GCE call for analysis of power, involvement with intercultural viewpoints, and empowering individuals to interrupt injustices (Andreotti, 2006; 2009; Andreotti & de Souza, 2012). Course activities scaffolded candidates' ability to analyze power using Andreotti and de Souza's (2012) HEADS UP framework, which enabled candidates to examine how power and inequality perpetuate through language and discourse. For example, teacher candidates reflected on their development of foundational analytical skills like critical media literacy:

The critical inquiry was my favorite project in my college career. It made me step back and better evaluate where I am getting my information from. I pay close attention to the language of headlines and news stories and more importantly what media outlets ignore.

Critical inquiry projects focused on understudied regions of the world (i.e., the Horn of Africa, Latin and South America, regions of Southeast Asia, and the Middle East). They were regions of the world also represented in intercultural exploration activities. The course activities for the critical inquiry project and intercultural explorations proved to be highly valuable for teacher candidates to begin to see the influences of visible, hidden, and invisible power. To illustrate, candidates reported learning

- "The government of Eritrea is underrepresented by women" (visible power),
- "The Catholic Church has incredible influence on women's reproductive health in Brazil" (hidden power), and
- "The cultural norms and values shared by my conversation partner made me think Saudi Arabia may not be a welcoming place for females or those who are LGBTQ+" (invisible power).

Collectively, the experiences allowed teacher candidates to critically assess how choices and behaviors impact individuals locally, nationally, and globally.

Theme Three: The Power of Human Connections

Candidates were learning about different cultures, and talking with someone from another culture facilitated the development of perspective consciousness. Candidates reported course activities that involved visually analyzing images, reviewing stories of lived experiences for role-playing and simulations, and engaging with international conversation partners fostered an awareness of their own cultural constructs, practices, norms, and values and how those may be different than or relate to multiple perspectives and practices. The intercultural exploration workshops enabled candidates to learn effective communication skills such as active listening, nonverbal communication, and sustaining conversations by asking insightful questions and overcoming linguistic barriers by leveraging technologies (e.g., Google Translate). One candidate offered the following illustrative example in a reflection:

I never thought about how I might not be able to communicate with others. It was eye-opening to me and pushed me out of my comfort zone. Then I remembered the workshops and that I could use body language and my iPhone to help. We found that we had a lot in common and ended up having an interesting conversation.

The workshop series expanded teacher candidates' ability to interact with people they otherwise would never meet. At least two candidates in each cohort reported they "never spoke to someone from another country" but that they learned to "challenge their assumptions, misconceptions, and stereotypes" from the perspective of others. Candidates also expressed pride in their newfound ability to engage in perspective consciousness—both in the course and in their field placements—and how that made them more empathetic in their interactions with people of multiple identities. One candidate noted, "My experience in the ICUC program has encouraged me to ask the students in my field experience questions that I wouldn't have thought to ask before."

Theme Four: Unequal Opportunities to Develop Global Teaching Praxis in Placements

Thus far, the themes addressed candidates' development as globally competent teachers in the domains of knowledge and dispositions. While these are valuable to candidates, the application to the classrooms of their field placements was limited. Candidates' reflections from field placements indicated that classroom practices and opportunities to design curriculum in the course did not foster their development of global teacher skills.

For example, while candidates participated in intercultural conversations, explored the world through inquiry, and designed GCE unit plans in the course, they could not replicate these experiences at their field placements. The following reflection is representative of many teacher candidates' experiences:

I would say the area I am weakest in and am hoping to improve in the future comes with integrating these ideas into the classroom. My mentor teacher has students do timelines from the textbook and color maps, which is different from what we learned. I feel like I just need more practice with creating social

studies lessons that connect state standards and global learning experiences to gain confidence in this skill.

Too often, there needed to be reinforcement or commitment to global learning and global engagement beyond the course experiences. Sometimes, candidates were placed at grade levels where content standards were more U.S.-centric, and other times, social studies was marginalized at candidates' placement schools.

However, some candidates were able to teach global lessons or activities. Teaching opportunities were often limited to replicating a lesson demonstrated in the course (e.g., *Congo, Coltan, and Cell Phones: A People's History* from the Zinn Education Project) or discussions of global current events. The following example describes a common global teaching experience:

I engaged my students in a collaborative discussion about current events and news that is happening around the globe. My students were excited to learn about real-life events that are happening in areas across the globe, and it sparked their interest in a multitude of topics. My students were most engaged by the topic of global warming and wars/conflicts going on in other countries. I also had my students fill out world maps, in which they used atlases and picture map books that discussed other countries.

Among the candidates who did have opportunities to teach global content, it was most often limited to class time after exams or before breaks and delivered in a lecture or presentation about a topic or issue rather than a global lesson that promoted critical thinking and perspective recognition. Despite the limited opportunities, candidates did express "looking forward to being able to do more next semester," feeling "prepared to incorporate global learning to meet state standards," and being able to "identify students' interests about global issues to plan engaging lessons."

Discussion: A More Nuanced Understanding

Findings from the quantitative and qualitative data indicate that four cohorts of middle childhood social studies teacher candidates had positive growth/change in the dispositions, knowledge, and skills domains of the GCTC (Tichnor-Wagner et al., 2019, pp. 25–208). Merging these data allowed for exploring key differences among cohorts and course experiences for a more nuanced understanding.

Developing Teacher Candidates' Global Knowledge Through Intercultural Experiences

Table 5 is a joint display of the GCTC knowledge domain and highlights crucial differences in teacher candidates' courses and personal experiences.

Table 5. *Joint Display of GCTC Domain: Knowledge*

Mean Change Domain	GCTC Element	Mean Change Element	Codes
Fall 2018 ($M = 3.92$) > Fall 2019 ($M = 1.81$)	5. Experiential understanding of multiple cultures	Fall 2017 ($M = 0.00$) > Fall 2019 ($M = 0.227$)	The power of human connections
Fall 2017 ($M = 3.94$) > Fall 2019 ($M = 1.81$)	6. Understanding of intercultural communication	Fall 2017 ($M = 1.368$) > Fall 2019 ($M = 0.273$) Fall 2018 ($M = 1.4231$) > Fall 2019 ($M = 0.273$)	

The qualitative data indicated that teacher candidates described course activities with human connections as critically important in developing global competencies. Workshops on intercultural communication, participation in conversation hours, and attendance at global events (ICUC requirements) provided teacher candidates with sustained opportunities to form deep human connections with people from countries of origin outside the United States. These experiences required social, emotional, and cognitive aspects of learning as candidates navigated intercultural interactions.

The quantitative data indicated significant differences between the Fall 2019 cohort and Fall 2017 and 2018 cohorts at the domain and element level. Specifically, teacher candidates of the Fall 2019 cohort demonstrated significantly less change in an experiential understanding of multiple cultures and understanding of intercultural communication.

Due to schedule challenges, the intercultural explorations of Fall 2019 shifted from participation in the ICUC to COIL activities with partners in Brazil. While all cohorts expressed the value of human connections, the differences in duration and intensity of the intercultural interactions contributed to the lower scores among the Fall 2019 cohort.

Toward the development of globally competent teacher candidates, researchers consistently recognize the importance of curriculum and experiences that help candidates develop their knowledge of global issues, power dynamics, and the influences of factors (i.e., economic, political, social, cultural) on local/global practices and perspectives (Crawford, et al., 2020; Kerkhoff & Cloud, 2020; Myers & Rivero, 2019). Intercultural explorations are opportunities for teacher candidates to learn from various points of view and perspectives about multiple cultures and intercultural communication. These experiences are vital for candidates developing self-reflexive and self-critical epistemologies to deconstruct assumptions and develop perspective consciousness (Crawford et al., 2020; Hauerwas et al., 2021; Kerkhoff & Cloud, 2020). While technology is a powerful tool for engaging preservice teachers globally in intercultural interactions and exchange (Arndt et al., 2021; López & Pu, 2020; Pu & Weng, 2023), an interpretation of the merged data suggests sustained in-person interactions were powerful experiences for teacher candidates.

Developing Teacher Candidates’ Global Teaching Praxis

Table 6 offers a joint display of the GCTC skills domain and highlights crucial differences in teacher candidates’ courses and personal experiences related to classroom global teaching practices and opportunities.

Table 6. Joint Display of GCTC Domain: Skills

Mean Change Domain	GCTC Element	Mean Change Element	Codes
Fall 2016 ($M = 5.36$) > Fall 2018 ($M = 1.34$) Fall 2017 ($M = 4.42$) > Fall 2018 ($M = 1.34$)	8. Create a classroom environment that values diversity and global engagement	Fall 2016 ($M = 1.363$) > Fall 2018 ($M = 0.1538$) Fall 2017 ($M = 1.3158$) > Fall 2018 ($M = 0.1538$) Fall 2019 ($M = 1.1364$) > Fall 2018 ($M = 0.1538$)	Unequal opportunities to develop global teaching skills in placements.
	9. Integrate learning experiences for students that promote content-aligned explorations of the world	Fall 2016 ($M = 1.4545$) > Fall 2019 ($M = 0.4091$)	
	11. Develop local, national, or international partnerships that provide real-world contexts for global learning opportunities	Fall 2016 ($M = .7727$) > Fall 2018 ($M = -0.1923$)	

Teacher candidates experienced unequal opportunities to develop global teaching skills in their field placements. The differences were sometimes attributed to classroom placements with U.S.-focused content standards and expectations (i.e., grades 4 and 8), which is consistent with research that demonstrates curriculum focuses on national history and goals rather than global contexts (Estellés & Fischman, 2021; Goren & Yemini, 2017). At the same time, other candidates discussed global teaching opportunities limited by time (e.g., after exams, before break) or by approach (e.g., discussions or replicating lessons from the course). In-service teachers often lack pedagogical tools and practices for global teaching (Estellés & Fischman, 2021; Yemini et al., 2019) and may not prioritize (or model) opportunities for candidates. These differences were most apparent with the Fall 2018 cohort compared to all others. The Fall 2018 cohort reported little change in GCTC elements related to creating a classroom that values diversity and global engagement and developing partnerships for global opportunities. The majority of candidates from this cohort, in particular, were in the U.S.-focused content grades for field placements and placements in subject areas of middle childhood other than social studies. Teacher candidates, such as the Fall 2018 cohort, could not express global teaching praxis because of the lack of connections between methods and field placements. To facilitate the development of global teaching praxis, researchers suggest critical reflection and refining

one's pedagogical approaches by incorporating global thinking routines (Hauerwas & Kerkoff, 2021; Ramos et al., 2021) and deepening teachers' pedagogical repertoires of global teaching practices (Hauerwas et al., 2023).

The joint display of data also showcases quantitative and qualitative data differences among cohorts: the real-world connections between course content and teacher candidates' perceived praxis to design and enact global-focused lessons in the classroom. For example, the Fall 2016 cohort participated in a global inquiry project on human migration entitled "Why do people move?" The course assignments and in-class activities to support teacher candidates' inquiry projects addressed immigration policy issues central to the 2016 presidential campaign. Immigration is featured in content standards across the grade band of middle childhood and present news stories of 2016. Moreover, immigration and human migration are powerful global issues for teacher candidates to explore. Research demonstrates that it facilitates awareness of their cultural beliefs and prejudices and how their beliefs impact their values and actions as educators and citizens (Hauerwas et al., 2023). The 2016 cohort of teacher candidates indicated a significant change in their ability to integrate learning experiences for students that promote content-aligned exploration of the world compared to the Fall 2019 cohort. The 2019 cohort completed an inquiry project based on the Sustainable Development Goals (SDGs), and most teacher candidates struggled to see the connection between the SDGs and the content standards.

Campus, community, and international partnerships were vital in developing globally competent teacher candidates. Through various course opportunities, teacher candidates worked collaboratively to learn and practice global skills with a global community of people. Overall, candidates indicated partnership experiences were highly valuable in their learning and development; however, the same candidates struggled to connect course-based experiences and their field placements. Researchers indicate the importance of establishing clear purpose and intent when teaching for global competence (Ramos et al., 2021) and infusing global teaching practices (Hauerwas & Kerkoff, 2021) but also acknowledge that confusion is one of the main inhibitors for teachers implementing global teaching practices (Estellés & Fischman, 2021; Yemini et al., 2019).

An analysis of the quantitative data showed a statistically significant contrast between the Fall 2016 and Fall 2018 cohorts on GCTC Element 11: the ability to "develop local, national, or international partnerships that provide real-world contexts for global learning opportunities." As mentioned, most candidates in the Fall 2018 cohort experienced unequal opportunities to develop global teaching praxis in their field placements. Candidates from this cohort also expressed concerns that "placements in rural schools made it difficult to develop partnerships." In other words, candidates from the Fall 2018 cohort could not envision possibilities of partnerships with campus-based assets or collaborative technologies due to a school's rural location. On the other hand, candidates from the Fall 2016 cohort identified potential partnership opportunities to support global teaching and learning, all while being placed in the same or similar rural school districts.

Limitations of the Study

The findings in this study are subject to at least three potential limitations. First, the findings are limited to the experiences of middle childhood social studies teacher candidates at a single university. A larger sample of teacher candidates from different institutions might better indicate contrast among teacher candidates concerning the development of global competencies. Second, certain inherent response biases, such as social desirability bias, in self-reported data (Johnson & van de Vijver, 2003) might influence the results despite our relatively large sample size ($n = 89$). Moreover, a potential problem with this study's qualitative data analysis component is that researchers' positioning may influence the coding and thematic analysis process. Although we followed the analytical guidelines in the references to avoid or reduce any such influence, we readily acknowledged the presence of our biases, such as shared information bias, throughout the analysis and discussion (Stasser & Titus, 1985). Notwithstanding these limitations, we believe this study offers transferrable, evidence-based, and practical strategies to promote the development of globally competent teacher candidates.

Moving Forward

Our globalized classrooms require teacher preparation programs to rethink course offerings to promote the development of globally competent teacher candidates. Although there is no set path for teacher candidates to follow in order to enhance their global competencies, this research suggests intercultural explorations, critical inquiry, and teaching practices for global citizenship are efficacious for candidates. However, these pedagogical practices should not be limited to candidates' experiences in courses; candidates need to have experiences with these practices in field placements and beyond. The field would benefit from future research assessing the global competencies and global teaching practices of teacher candidates *and* mentor teachers in middle childhood classrooms. Given the power of intercultural connections in developing globally competent teacher candidates, future research might also explore school-university-community partnerships that provide middle childhood students with curricular and cocurricular opportunities to engage in intercultural explorations and critical thinking inquiry projects. Young people deserve globally competent teacher candidates, and teacher educators have the power and ability to make this a reality.

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Appendix A

Globally Competent Teaching Continuum Critical Reflection

Directions

As our world becomes increasingly interconnected, we need globally competent teachers who are able to facilitate the development of young people to become informed, engaged, and globally competent citizens.

Each of you is being asked to complete the Globally Competent Teaching Continuum rubric as a way to self-evaluate global competencies of dispositions, knowledge, and skills (Tichnor-Wagner et al., 2019, pp. 25, 43, 60, 76, 93, 109, 130, 142, 159, 176, 192, 208).

Step 1

On the rubric, please circle your response to all elements and indicate where you are along the continuum at this moment in time: nascent, beginning, progressing, proficient, advanced.

Step 2

On a separate sheet of paper, please provide a written explanation for each of the 12 elements. Share the level you marked and describe why you selected the particular level. Provide examples from your personal experiences to demonstrate where you are along the continuum. Written explanations should be between 100–500 words for each element below:

1. Empathy and valuing multiple perspectives
2. Commitment to promoting equity worldwide
3. Understanding of global conditions and current events
4. Understanding of the ways that the world is connected
5. Experiential understanding of multiple cultures
6. Understanding of intercultural communication
7. Communicate in multiple languages
8. Create a classroom that values diversity and global engagement
9. Integrate experiences for students that promote content-aligned explorations of the world
10. Facilitate intercultural and international conversations that promote active listening, critical thinking, and perspective recognition
11. Develop local, national, or international partnerships that provide real-world contexts for global learning opportunities
12. Develop and use appropriate methods of inquiry to assess students' global competence development.

Step 3

Finally, in 500–1000 words, critically reflect on your overall level of achievement among the global competencies. Some questions you might consider:

- Are there elements where you are particularly strong?
- Are there elements of significant weakness?

- Considering the elements, are there some you feel you can improve during the semester or in your remaining time at (university)?
- Are there other elements that are important to you but will take additional time?

Appendix B

Descriptions of Classroom Assignments and Critical Reflection Prompts

Critical Country Study

This critical inquiry requires teacher candidates to explore push/pull factors of migration to address the compelling question: “Why do people move?” Teacher candidates focus on one country of high migration and explore the country’s background and content, its people and culture, history, domestic and foreign conflicts/issues, social-economic-political-environmental conditions that contribute to migration, push/pull factors, and stories of lived experiences.

Sustainable Development Goals Citizen Action Project

For this critical inquiry, teacher candidates select an SDG and research one target at local, national, and global levels. This inquiry requires teacher candidates to (a) describe the issue(s)/problems(s) the SDG seeks to address; (b) identify root causes, personal stories of those affected, and policies, strategies, solutions, and actions of people and organizations; (c) analyze how power shapes values, perspectives, and arguments; (d) communicate recommendations to address the issue/problem and meet the SDG target; and (e) take action to influence public opinion, influence policy, or educate young people.

GCE unit plan

This assignment requires teacher candidates to work in collaborative teams to design a two-week unit plan on a topic of global-local significance (i.e., poverty, pollution, inequality). Candidates must align state content standards to three domains (Cognitive, Socio-Emotional, and Behavioral/Taking Action) of UNESCO’s (2015) GCE framework. Unit plan requirements also include incorporating GCE teaching practices identified in the literature for lesson and activities within the unit (i.e., simulations, signature pedagogies, teaching practices, global thinking routines, and global action projects). In addition, candidate-designed unit plans must include critical reflection assignments and a performative-summative assessment.

Critical Reflection Prompts

In this response, please use specific and convincing examples from the class, your experience, and the reading/research done so far.

Please respond to the following questions in a three to four page (12-point font, double-spaced) reflective response. When writing, number the paragraph according to the question you are answering. This will help guide the reviewer to make sure each question is answered.

Sample Critical Reflection Prompts

1. How much did you know about [topic/activity] before the class activities and project?
2. From the [activity], what ideas caught your attention and how do you think you will apply them in future workshops, course activities, and beyond the course?
3. After completing the project and activities, what are your perspectives on [topic]?

4. As you reflect on your experience, what more do you want to know about [topic/ activity]?
5. What did you find similar about the content, process, and experience with the [topic/ activity]? What did you find different?
6. Reflecting on your experiences, how has your participation with [topic] in [activity] changed your thinking?
7. In what ways will you apply your learning from this experience?
8. In what ways can you educate others or raise awareness about this [topic]?